

THE UNIVERSITY OF LEEDS

THE COUNCIL

Annual Report: Equality and Inclusion Framework

This paper provides the Council with a progress update on the implementation of the University's Equality and Inclusion Framework (incorporating the Equality and Inclusion Strategy) in 2014-15 and is brought forward for information. This report provides assurance to the Council that the University is effectively discharging its responsibilities on equality and inclusion.

Background

1. The University's first Equality and Inclusion (E & I) Framework and Strategy was approved by the Council in November 2013 and launched formally in February 2014.
2. In support of the University's Equality Mission *'to be a beacon of excellence within the sector, to promoting a culture of inclusion, respect and equality of opportunity for all'* a number of key activities and initiatives have been progressed in line with the 4 priorities identified to support the delivery of the E&I Strategy. These activities and initiatives are monitored through the University Equality and Inclusion Committee. Progress against the four priorities is set out in the paragraphs which follow.

Priority 1: develop a university-wide culture which promotes equality and inclusion

3. The profile of E&I has been raised by clarifying responsibilities at key levels of the University. The University E&I Committee has been reviewed and membership revised, including the Vice-Chancellor undertaking the role of Chair. Faculty and School level E&I structures have also been reviewed, established or strengthened in order to support the development and implementation of local equality action plans.
4. The University has published equality monitoring information on its staff and student population to meet its Public Sector Equality Duty obligations. High level staff equality data is set out in the *attached Annex*.

Priority 2: integrate and embed equality into all aspects of University business

5. The University is committed to ensuring it reviews and further invests in the provision of services and accessibility to support the needs of its diverse staff and student population. Completion of the University access audit has been accelerated and investment has been made in the provision of dedicated facilities such as the additional multi-faith prayer space on the northern area of the campus.

Priority 3: attract, retain, support and develop an excellent workforce from across the world

6. The University is aware of the barriers to progression faced by women and other under-represented groups. For example, women represent approximately 45% at lecturer level and 35% at senior lecturer/associate professor level; however less than 20% of female staff are at professoriate level. The University is committed to undertaking activity to encourage applications for promotions from women and other under-represented groups. This year as part of the wider promotions system review, a series of open meetings were held inviting staff to review the academic, professional and support promotions criteria from a 'gendered language' perspective. The next stage will be to review the feedback and present the revised criteria and encourage applications for promotion through a series of engagement activities.
7. The University continues to increase the awareness of and engagement with our diverse staff population and is continuing to develop, empower and support the University's key staff networks. A positive advance is the development of a 'Women in Leadership' network to support

gender, to attract, retain and progress female talent and to mainstream exemplars of good gender equality practice.

8. The University is working towards renewing its Athena SWAN institutional Bronze award, and is in the process of implementing actions identified within its three year plan. Currently six faculties and schools within Science, Technology, Engineering and Mathematics (STEM) and Medicine faculties and schools hold Athena SWAN awards and all relevant faculties and schools are working towards departmental Bronze or Silver awards. The University is exploring how to make further progress in the business, arts and social sciences disciplines via the Gender Equality Mark – a national initiative facilitated by the Equality Challenge Unit.
9. The University submitted its first application to the Stonewall Workplace Equality Index this year, one of the 50 HEIs that participated. The results provide a strong foundation for all future and related Lesbian Gay Bisexual Trans equality activities, including a vision to engage with the Stonewall Diversity Champions programme.
10. The University is working towards a deeper understanding of the composition of its diverse staff population, and has implemented initiatives through the Employee Self-Service System that will encourage disclosure in all its equality monitoring activity.

Priority 4: ensure a world-class student experience through inclusion and academic excellence

11. The University of Leeds Student Diversity Profile (2014-15) is:

<i>Where information is known</i>	Home and EU students	All students
Female	61%	60%
Age (21 and over)	28%	35%
Black and Minority Ethnic	15%	22%
Disabled	9%	8%
Low SEC ¹ participation	23%	-

12. The Equality and Inclusion work on the student strand has largely been overseen by the Progressing an Inclusive Taught Student Education Steering Group, a committee of the Taught Student Education Board. Key priorities included the provision and support for students with disabilities, particularly focused on understanding the impact of the government changes to the Disabled Students Allowances and ensuring continuing student support; and understanding and addressing differential degree attainment outcomes between student groupings. Both areas of work will continue into the 2015-16 academic year, under the direction and oversight of a newly established Inclusivity Strategy Group which will provide a holistic, joined up approach across the student lifecycle.
13. The University otherwise continues with its efforts to identify and address areas of under-representation and differences between groups of students at key points of the student journey, for example, progression, satisfaction, attainment and employability, and as understanding develops and matures, it is planned to provide data and information at a faculty level, to enable them to identify and address issues locally.

Summary

14. The Council is invited to note the progress made this year in the implementation of the Equality & Inclusion Strategy and Framework.

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¹ Socio- Economic Classification group 4 – 7

Equality profile, staff in post data

This Annex provides data on staff in post by protected characteristic². Further comprehensive data on the University's staff profile, including recruitment, promotion and turnover data by staff groups is available at: <http://www.equality.leeds.ac.uk/university-monitoring-information/staff-data-2015/institutional-level/>

Institutional level	protected characteristic	Where information is known ³
Gender	Female	54%
	Male	46%
Age	50-59	22%
	60+	8%
Ethnicity	Black and Minority Ethnic	9%
Disability	Disabled	4%
Caring responsibilities	Carers	22%
Sexual orientation	Bisexual	1%
	Gay man/woman	2%
Faith/belief	Christian	25%
	Muslim	1%
	Hindu	1%
	Jewish	1%
	No faith	26%
Total staff headcount	7780	

Academic staff	protected characteristic	Where information is known
Gender	Female	42%
	Male	58%
Age	50-59	21%
	60+	9%
Ethnicity	Black and Minority Ethnic	10%
Disability	Disabled	3%
Caring responsibilities	Carers	22%
Sexual orientation	Bisexual	1%
	Gay man/woman	2%
Faith/belief	Christian	20%
	Muslim	1%
	Hindu	1%
	Jewish	1%
	No faith	26%
Total academic staff headcount	3260	

² As defined by the Equality Act 2010

³ As at 31 July 2014, Source: University Public Sector Equality Duty monitoring information <http://www.equality.leeds.ac.uk/university-monitoring-information/>